



PERCEPTION TOWARDS THE USE OF DIGITAL TECHNOLOGY AND FACTORS GENERATING TECHNO STRESS AMONG TEACHER EDUCATORS

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ABSTRACT

In this study, a research model was constructed using the variables as handling a computer, teaching online, and Student Handling all have a major influence on the teacher's psyche and are sources of stress. Further the investigator attempts to do the research work to find out the ability rate of using Tech-tools in classroom teaching, measure the perception of using technology in the classroom, and assess the factors generating Technostress among the Teacher Educators. Structural equation modelling was used for parameter estimation and model testing. Behavioural intention to use technology was also included in the model. 205 Teacher Educators working in schools in Delhi schools filled out questionnaires. The findings demonstrated a satisfactory model fit, and all of them is responsible for causing the stress.

KEYWORDS: Handling Computer, Teaching Online, Student Handling.

INTRODUCTION:

Technologies make life easier, freeing the complicities and adding more and more amenities in day-to-day life. The explosive advancement in technology has broad profound changes in social life, introducing the technologies like Artificial intelligence and the Internet of things in day-to-day events. The impact of technology using mini gadgets and small conveniences shifted from a specifically oriented smart device and its penetration in the various domains of social life. The Internet has become the medium of social life in the 21st century, even for the socio-emotional concerns of individuals. The argument on the emotional concern became quite unexpected, but life has moved to that understanding; people use and support the Internet for being happy. Emotions are even addressed by technology. At the same time, the influx of smart devices in social life has created stress which can be attributed as techno-stress where the people to find it difficult to balance their needs and their technical competencies where others can do in very effective way, this state of imbalance creates over anxiety and fear to many different devices like smartphone, computer software, hardware even managing the personal feeling in social media. Understanding technostress in a virtual learning environment has been operated in isolation by the research communities. The exponential rise in computer software and internet technologies has created new product options and set specific benchmark criteria, altering the flow of social life in a conventional society. Some people have adopted the virtual environment in a free-flow manner where others feel it like struggling in a stream receiving no help from the environment. Techno-stress is a term for debates where the people perceive on one side as the change in attitude towards digital technologies. Still, on the other hand, it is their conceptualization of digital algorithmic procedure which works in the same logic in almost all devices where people need to get trained. As a policy, when the system is introducing technology in all the domains of professional life that change over from one face to other has to be taken place in threshold way rather than the lightning speed so that the phobia to these digital technologies to an extent can be minimised. The immediate change in the professional space where the technological gadgets replaced the conventional procedure may cause technological fatigue and hostility for the incompetence, which creates technostress in their professional life. The ICT is dominating our education sphere. In personal life or academic life, the influence of digital technology has an immense role. In the classroom, the teacher may face lot of difficulties while using the latest digital technological tool or devices. It leads the stress to the teachers' community because some of the teachers have the inferiority complex towards their technical skills compare to their student's abilities. In some cases, perception towards technology integration in the teaching and process, as well as the technical knowledge and skills, also influences the persons' Technostress. It seems a lot of external and internal factors are generating the Technostress to the teaching community. Most of the teachers are from the digital immigrant's generation; they could not use digital technological tools or devices in the classroom in a proper manner. These are the issues that create stress for the teachers' community.

Perception Towards the Use of Digital Technology:

What really is technology? Upon hearing the word "technology", a jumble of fancy computer equipment, wires, cables, and medical devices appears in my head. However, my brain quickly hones in on the computer, and from there it focuses on the internet. Why is it that when people think of technology, they quickly bypass most of the great physical feats technology has allowed us to accomplish and focus only on computers, the internet, and social media?

We think the tendency for people focus particularly on this area of technology

speaks to Kranzberg's sixth law of technology, which states that "Technology is a very human activity". The computer and the internet are the part of technology that people use when they are thinking and "interacting". These technologies allow us to connect with others in a new and inventive way, and people seem inherently drawn to what they perceive to be valuable social interaction. Humans have a tendency to be social, therefore they are naturally drawn to the part of technology containing the internet and social media. This drawn is uncannily strong, captivating people in a way no other technology has been able to accomplish. It is rather shocking and puzzling, actually, that people often prefer the company of this technology to real life social interaction. "Social" media is actually pulls people away from communicating face-to-face in many situations, as it is not uncommon to walk into a room of people each staring at their own technological devices. Yet somehow, people cannot overcome this influence, as they are constantly pulled to their devices like a magnet, because they somehow continue believing that it is more than a superficial experience.

But why is it that we latch on to this idea of technology so strongly, practically ignoring most of the impressive inventions that allow us to live and thrive in our present state? Why is it that when students are asked to write a piece on the subject of technology, they universally gravitate towards the subjects of the internet, social media, and iPhones? This is still somewhat a mystery to me, that we are not able to recognize the full impact of technology's influence in our lives, in nearly every action we perform. However, the source of this tendency to define technology in such a confining way is undoubtedly rooted in Kranzberg's sixth law, and tendency of humans to focus on the social and human aspects of technology. We are most actively and socially engaged in this small portion of technology, so therefore we tend to take much of the influence of technology in our lives for granted.

It is unfortunate that the great realm of technology goes largely unnoticed. There are so many amazing, and regrettable, feats that technology has allowed us to accomplish. From our advanced medical technology to the industrialization that led to global warming, it is important for people to be aware of this technology and its overwhelming influence in our everyday lives. Technology extends so far beyond iPhones and computers, and people need to recognize this in order to engage in our rapidly evolving world.

Perception Towards the Use of Factors Generating Techno Stress Among Teacher Educators:

Advanced information technology integration in people's work, learning, daily life, and play has become the driving force in the 21st century. Accepting and adapting to technology is not a simple process. Each individual is having their feeling about the adaptiveness of technology integration into their life and education. Some people hesitate to use technological tools for their daily lives and their learning process. It leads to some stress to the people while adopting advanced technology. Technostress is nothing but negative attitudes towards computers and newly introduced technologies. Many researchers highlighted the technostress terminology differently, such as technophobia, cyber stress, computer anxiety, internet stress, and computer aversion. Particularly, the teachers' fraternity has to integrate much of the technological tools and devices in the competitive academic field to their academic survival. All the teachers may not be competent to utilize the technical tools for their teaching and learning process. If they are not aware of the ICT tools or cannot use the ICT tool, it makes stress to the teachers while using ICT tools. The impact of technology on one's life is crossing the barriers within no time. The stress provided by the usage of these

technological devices affects multiple spheres of a person. Technology is dominating our education sphere. In academic or personal life, technology's effect has an immense role. Particularly in the classroom, the teacher may face many difficulties while using the new technological tool or devices. It leads to stress to the teacher's community because some teachers have an inferiority complex towards their technological skills compared to their students' skills. Most of the teachers are digital immigrants; they could not use technological tools or devices in the classroom in a proper manner. These are the issues that create stress for the teacher's community. Therefore, the investigator attempts to construct and standardize the rating scale of the technostress of teacher educators to measure teacher educators' stress while using technological tools or devices in their classroom.

Rethinking Higher Education:

We are not in crisis, but we have advanced to a new age. We are in the Age of Innovation. To understand the nature of this new age, one must only check the literature about the impact of change. We have to reinvent education and the concept of organisation, since DT modifies educational scenarios as we know them. What is needed for this transformation? The DT of an organisation requires incorporating technologies, creating or modifying processes, and employing people with adequate capacities and skills for such processes and technologies. In these working keys, there are studies aimed at identifying the degree of integration of technology in the organisational structures of educational centres. The following resistances have been found among teachers: fear of technology, fear of the change involved in the incorporation of technologies and active methodologies, a change in the teacher's role and the detection of a positive leadership that amplifies the DT processes. Regarding the barriers, these are related to resources, such as the lack of available devices for teachers and students mentioned in the abovementioned study. With respect to organisational structure, the path is marked by closed hierarchical innovation; innovation is collective intelligence. This situation is revisable with the forced incorporation of digitalisation in educational centres. Therefore, the attitude of teachers is a key element for e-organisation, as it is also for future teachers. Studies conducted in other countries show that pedagogy and emerging technologies must be incorporated in future teacher training plans. Other studies have designed an explanatory theoretical model with four teacher profiles in terms of the use of technologies in the classroom: "reluctant", "learner", "manager" and "e-innovator". These studies state that, in order to develop these attitudes, we seek future teachers, and it is essential to promote self-confidence and the collaboration of the educational community.

Digital Active Pedagogies:

As an analytical framework to determining how we learn and what contexts we need, rethinking the curriculum and learning ecologies is a relevant strategy for learning. Future teachers under training face an unprecedented and unknown situation. On the bright side, they have the chance to experiment and "live" virtual teaching in all of its dimensions. Similarly, they are given the opportunity to observe, design and evaluate innovating projects in their professional practice. The acceleration of training in all educational levels has been considerable. We cannot disregard the relevance of the development of Personal Learning Environments (PLEs). PLEs have become essential experiences during the pandemic. Studies focused on recognising that the different types of learning that can be acquired by our future teachers are aimed at unravelling and delving into the possibilities of Learning Ecologies (LE) in the institutional, business and working reality of their social environment in a pandemic such as the one caused by COVID-19. Other studies aimed at critically analysing the new learning environments as dynamic and informal environments as well as at developing the capacity of future teachers to be autonomous in the execution of tasks that require the application of theory and practice.

Background:

Josith (2021), The primary purpose of this study is to find out the ability rate of using Tech-tools in classroom teaching, measure the perception of using digital technology in the classroom and assess the factors generating Technostress among the Teacher Educators. To fulfil the objectives of the study, the investigator adopted a normative survey method. The investigator was selected 150 Teacher Educators as the sample from Kasaragod and Kannur districts in random sampling techniques. The investigator has used a self-prepared tool it covers the rate of level skills of technology usage, measures the perception of using digital technology in the classroom, and assesses the factors generating Technostress. It will be easy to get an appropriate answer for each statement from the teacher educator, and it was constructed and validated by the investigator. The findings of the study were: 33.3% of the sample not at all feel anxious, 34.7% of the sample contact a little anxious, 24% of the sample feel somewhat anxious, and only 8 % feel very anxious while thinking about technology. Only 6.7 % of teacher educators are weak in using computers or laptops; the remaining of them are 44 % average, 36 % strong, and 13.3 % very strong to use computers or laptops for their academic purpose. There are 31.3% of Teacher Educators who have high stress because of the fear of damage or loss of storage materials. 28% of Teacher Educators have high stress because of the anxiety about the loss of internet data, and 23.3% of the sample has high stress due to the fear of viruses or threats.

Popescu et al. (2018), Due to the rapid development of NICT, our private and professional lives have fundamentally changed. By using mobile computing devices and computer networks, people have the ability to access information in real

time, share information with colleagues, anytime, and anywhere. Thus, the use of NICT and technology dependence have led to the development of work-related stress called "techno-stress". This paper explores the phenomenon called "techno-stress" and analyses the factors that cause stress by using NICT, the positive and negative aspects related to workplace stress, the NICT effects on end users, and possible measures to prevent it. The need for this study stems from the fact that technology will continue to advance, organizations will continually introduce new technologies to keep pace with market competition and employees cannot avoid increasing their daily interactions with NICT. It is therefore recommended that the management of the modern organization and NICT professionals provide a better environment and adequate training programs.

Joseph et al. (2021), Rapid technology advancements resulted a fundamental shift in the education sector which redefined the teaching-learning process and teacher engagement. Based on numerous studies on work engagement models and technology readiness, this study explores, how the teachers' readiness to embrace educational technologies, impact on teacher engagement. With stratified cluster sampling model, data were collected from principals, managers, students and 122 faculty were participated in this quantitative study using standardized tools. Teachers were highly engaged with students-colleagues and varied across experience/age groups. Technology readiness factors positively impacted on social engagements with students-colleagues. As education technology usage is exponential, more future research is needed.

Çoklar et al. (2017), With the integration of technology in recent years, use of technology has rapidly increased in educational system, and has become almost a must rather than an option. The use of technology in educational processes accompanies some adaptation issues due to the nature of technology (rapid development, cost, need for electricity, change of roles, etc.). An important professional group that has been affected from this process is teaching. The pressure on teachers results in a stress commonly referred as techno-stress. The purpose of the present study is developing a Likert-type scale called as "Teachers' Technostress Levels Defining Scale (TTLDS)" intended for defining teachers' technostress levels. In accordance with this purpose, data were collected from 395 teachers. The steps followed in the present scale development study respectively are; forming the theoretical framework and pool of items, getting expert opinion, and testing validity and reliability. To define factor structure for validity, exploratory and confirmatory factor analyses, and item discrimination; and for reliability internal consistency coefficient (Cronbach Alpha) and split-halves reliability coefficient (Spearman-Brown) were calculated. Validity and reliability studies resulted in a 28-item, five-factor ("Learning-Teaching Process Oriented", "Profession Oriented", "Technical Issue Oriented", "Personal Oriented", and "Social Oriented") scale. For reliability coefficients, Cronbach Alpha was calculated as 0.917, and Spearman-Brown was calculated as 0.845.

Thiyagu (2021), The primary purpose of the research is to develop and standardize the scale of technostress of Teacher Educator. The researcher had developed the draft statements to measure teacher educators' technostress based on the psychological experts' interaction and some theoretical inputs. Thirty-six items have been constructed as a preliminary draft of the tool. The study sample was collected randomly from the 150 teacher educators of Kasaragod and Kannur Districts of Kerala. The item analysis was done through the 'Cronbach's Alpha if Item Deleted' strategies through SPSS 22 Version. After finalizing the item analysis strategies, the investigator prepared the final draft of the tool consists of thirty-two items in a five-point scale. The Cronbach Alpha and split-half reliability analysis strategies were used to verify the consistency of the instrument. This tool would be very much useful to measure the technological stress of teacher educators. This paper explains the procedure of technostress scale construction and standardization.

Sareen (2019), Employees at all levels in Education experience some level of stress related to the use of information and computer technologies at work and the type of techno-stress experienced by employees may fluctuate which includes data effluence, multitasking, computer hassles, technology addiction, and techno strain etc. Technology in education relies on encompassing both material aspects, such as machines and networking hardware, and organizational aspects like organizational systems, learning techniques and methods applied, and skills evaluation. In this paper an attempt is made to derive various Techno stress creators. Furthermore, it is an attempt to establish the relationship between techno stress creators with gender, region and department.

Avidov-Ungar & Forkosh-Baruch (2018), The study examines teacher educators' perceptions regarding pedagogical innovation. 27 semi-structured interviews were analysed using three modes of existence composing their professional identity with regards to pedagogical innovation: being, the conceptual component; doing, the practical component; and having, the environmental support component. Findings show that the "being" component is the dominant mode of existence and is strongly connected to construction of professional selves. Also, demands of the digital era compel teacher educators to re-examine their professional identity vis-à-vis technology-integrated teaching. Institutional support was vital for professional identity construction. Findings assist in understanding professional identity construction of innovative teacher educators.

Gudmundsdottir & Hatlevik (2018), The professional digital competence (PDC)

of teachers is of growing importance in classrooms, now that digital resources and digital media are becoming important parts of teachers' everyday practice. This study explores how newly qualified teachers are prepared to use information and communication technology (ICT) in their initial teacher education (ITE). We present findings of a nationwide survey in Norway on 356 newly qualified teachers. It explores how these teachers' ICT self-efficacy is related to how they perceive the quality of, and contributions from, their ITE related to ICT and the development of their PDC. In general, newly qualified teachers report fairly poor quality and contribution of ICT training during their teacher education. They claim that continuous effort is needed to review the quality of ITE and contribute specifically to the development of PDC and developing student teachers' ICT self-efficacy in ITE.

Philomina & Amutha (2016), Information and Communication Technology (ICT) has influenced all aspects of life. Processing the knowledge of ICT is really the need of the hour. This paper describes the ICT awareness among teacher educators. The framework raises important questions of how teachers use technological devices in their teaching learning process in order to understand the concept in a better way. It also emphasizes teachers to integrate technology into the instruction in the 21st century. The aim of the present study is to appraise the awareness among teacher educators in Tiruchirappalli district in India. The sample of the present study consists of 42 teacher educators. Descriptive analysis were used to analyze the data. The results indicate that Indian teacher educators' awareness towards ICT differs regarding gender and subject. When compared with M.Ed. and M.Phil. scholars, Ph.D. scholars surpassed the M.Ed. and M.Phil. scholars in terms of ICT awareness in different dimensions. Indeed in India teacher educators' awareness on ICT integration needs to be strengthened. Taimalu & Luik (2019), In addition to knowledge, beliefs also impact the integration of technology. The aim of this study was to identify the impact of the beliefs and professional knowledge of teacher educators on technology integration. The sample consisted of 54 teacher educators. The principal results indicated that only knowledge of technology and its integration had a direct effect on technology integration. Beliefs about the value of technology influenced technology integration indirectly and pedagogical knowledge had a significant total effect on technology integration. These results could be useful for in-service training for teacher educators and professional development program for university teaching staff.

Herro & Quigley (2017), This research involves a multi-year study examining the perspectives and classroom practices of 21 middle school mathematics and science teachers, in the southeaster United States, participating in professional development (PD) exploring science, technology, engineering, art and mathematics (STEAM) literacies. This study sought to understand teachers' perceptions and practices before and after a PD in which STEAM integration was explored through project-based learning involving the political, social, economic, environmental and historical context of a local river. Participants used digital media as a means of communicating and collaborating with peers and mentors, collecting and analysing data, and creating and sharing projects. Results suggest teachers increased their understanding of STEAM to teach content and per-

ceived the STEAM PD as an effective initial step to change practice, citing the importance of collaboration and technology integrated directly into the learning process. Implications from this study offer other teacher educators' valuable considerations towards developing successful STEAM PD to effect successful STEAM teaching.

Drent & Meelissen (2008), This article discusses the factors which stimulate or limit the innovative use of ICT by teacher educators in the Netherlands. Innovative use of ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge society. Explorative path analysis and case studies were used to study the potential influencing factors. Results show that several factors on teacher level influence the implementation of innovative ICT-use in education. Especially, teachers who are so-called 'personal entrepreneurs' are important for the integration of ICT in teacher education. School level factors turn out to be of limited importance for innovative use of ICT. This indicates a limited involvement of the management of teacher training institutes towards the use of ICT within the curriculum.

Loague et al. (2018), Since the 1970's the implementation of technology into instruction in K-12 schools and higher education has been an uneven process of acceptance and use despite the fact that digital literacy and computer skills are now an accepted requirement for anyone to participate in today's society. This uneven flow of adoption moves along a continuum that can be described by the Technology Acceptance/Use Continuum (Loague, 2003). This study aims to provide information regarding faculty technology acceptance and use for instruction at a Historically Black College and University (HBCU). Preliminary data was collected from a questionnaire administered to 50 faculty members from two different colleges. Findings indicate an overall positive attitude toward using technology in instruction, and that the university and colleges do not provide enough tech support (both hardware and training). The types of technology being used most are the course management system, desktop applications, and presentation software. The data appears to indicate that the faculty as a whole is operating at the intermediate level or slightly below on the technology acceptance/use continuum.

Teo (2011), Among the key players in any effective integration of technology in teaching and learning is the teacher. Despite the research that has been conducted to examine the factors that explain teachers' intention to use technology, few have developed a model to statistically explain the interactions among these factors and how they influence teachers' intention to use technology. Five variables (perceived usefulness, perceived ease of use, subjective norm, facilitating conditions, and attitude towards use) and behavioural intention to use technology were used to build a research model in this study and structural equation modelling was used for parameter estimation and model testing. Self-reported data were gathered from 592 teachers from schools in Singapore. Results revealed a good model fit and of the nine hypotheses formulated in this study, eight were supported. Subjective norm was not found to be a significant influence on teachers' intention to use technology while the other four variables were.

Review Table

S. No.	Author/Year	Topic	Outcomes
1	Joshih, V. P. (2021).	Perception Towards the Use of Digital Technology and Factors Generating Techno-Stress Among Teacher Educators.	The primary purpose of this study is to find out the ability rate of using Tech-tools in classroom teaching, measure the perception of using digital technology in the classroom and assess the factors generating Technostress among the Teacher Educators.
2	Popescu, C., Ilie, O. M., & Bondac, G. T. (2018).	The "Techno-stress" Phenomenon and Its Consequences in the Modern Organization	This paper explores the phenomenon called "techno-stress" and analyzes the factors that cause stress by using NICT, the positive and negative aspects related to workplace stress, the NICT effects on end users, and possible measures to prevent it.
3	Joseph, G. V., Thomas, K. A., & Nero, A. (2021).	Impact of Technology Readiness and Techno Stress on Teacher Engagement in Higher Secondary Schools.	this study explores, how the teachers' readiness to embrace educational technologies, impact on teacher engagement. With stratified cluster sampling model, data were collected from principals, managers, students and 122 faulty were participated in this quantitative study using standardized tools.
4	Çoklar, A. N., Efiltili, E., & Sahin, L. (2017).	Defining Teachers' Technostress Levels: A Scale Development.	The purpose of the present study is developing a Likert-type scale called as "Teachers' Techno-stress Levels Defining Scale (TTLDS)" intended for defining teachers' techno-stress levels.
5	Thiyagu, K. (2021).	Techno-Stress Scale of Teacher Educators: Construction of the Tool.	The primary purpose of the research is to develop and standardize the scale of technostress of Teacher Educator.
6	Sareen, P. (2019).	Techno Stress Creators-An Exploratory Research on Teaching and Non-Teaching Staff Working in Colleges	In this paper an attempt is made to derive various Techno stress creators. Furthermore, it is an attempt to establish the relationship between techno stress creators with gender, region and department.
7	Avidov-Ungar, O., & Forkosh-Baruch, A. (2018).	Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation.	The study examines teacher educators' perceptions regarding pedagogical innovation. 27 semi-structured interviews were analysed using three modes of existence composing their professional identity with regards to pedagogical innovation
8	Gudmundsdottir, G. B., & Hatlevik, O. E. (2018).	Newly qualified teachers' professional digital competence: implications for teacher education.	This study explores how newly qualified teachers are prepared to use information and communication technology (ICT) in their initial teacher education (ITE).

9	Philomina, M. J., & Amutha, S. (2016).	Information and communication technology awareness among teacher educators.	This paper describes the ICT awareness among teacher educators.
10	Taimalu, M., & Luik, P. (2019).	The impact of beliefs and knowledge on the integration of technology among teacher educators: A path analysis.	The aim of this study was to identify the impact of the beliefs and professional knowledge of teacher educators on technology integration.
11	Herro, D., & Quigley, C. (2017).	Exploring teachers' perceptions of STEAM teaching through professional development: implications for teacher educators.	This study sought to understand teachers' perceptions and practices before and after a PD in which STEAM integration was explored through project-based learning involving the political, social, economic, environmental and historical context of a local river.
12	Drent, M., & Meelissen, M. (2008).	Which factors obstruct or stimulate teacher educators to use ICT innovatively?	This article discusses the factors which stimulate or limit the innovative use of ICT by teacher educators in the Netherlands. Innovative use of ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge society.
13	Loague, A., Caldwell, N., & Balam, E. (2018).	Professors' Attitudes and Perceptions about Technology Use in the Classroom.	This study aims to provide information regarding faculty technology acceptance and use for instruction at a Historically Black College and University (HBCU).
14	Teo, T. (2011).	Factors influencing teachers' intention to use technology: Model development and test.	to examine the factors that explain teachers' intention to use technology, few have developed a model to statistically explain the interactions among these factors and how they influence teachers' intention to use technology.

Factors of Stress:

After the study of various reviews, we have found the three factors as Handling Computer, Teaching Online and Student Handling as the major impactful variable for generation of Techno stress.

Factors Name	Short Code
Stress	STR
Handling Computer	HCO
Teaching Online	TON
Student Handling	SHA

We have analysed 205 number of educators from Uttam Nagar, Delhi.

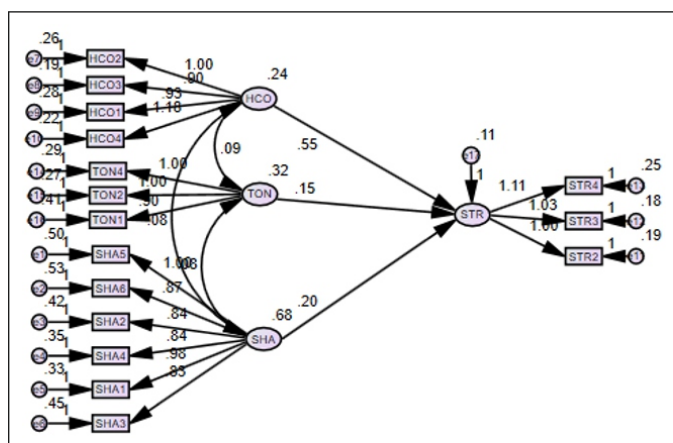


Table:

			Estimate	S.E.	C.R.	P
STR	<---	HCO	0.554	0.097	5.74	***
STR	<---	TON	0.148	0.072	2.062	0.039
STR	<---	SHA	0.203	0.045	4.489	***

Handling Computer, Teaching Online and Student Handling in process of digital platform of education found significant impact on the teacher mind and cause for stress. Handling Computer is the most impact full factors for the cause of stress.

CONCLUSION:

Within the scope of this investigation, a research model was developed by making use of such factors as working with students, teaching online, and using a computer, all of which have a significant impact on the mental state of a teacher and may be stressful. In addition, the researcher makes an effort to carry out study in order to determine the ability rate of utilising Tech-tools in classroom teaching, measure the perception of using technology in the classroom, and evaluate the elements that contribute to Technostress among Teacher Educators. The parameter estimates and model validation were carried out with the assistance of structural equation modelling. The model also accounted for individuals' intentions to engage in technologically-related behaviour. The surveys were filled out by 205 teacher educators who are now employed in schools in Delhi. The data revealed a model fit that was good, and each of them is accountable for creating the stress that was seen.

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